Mapping *The Literacy Coaching Series* to the IRA Standards for Reading Professionals

Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element	Descriptor	The Literacy Coaching Series Lessons
Element 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.	Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Focus on Long-Term Planning – the role of the Gradual Release of Responsibility Model in reading and writing instruction
Element 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	Demonstrated in all lessons

Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Element	Descriptor	The Literacy Coaching Series Lessons
Element 2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Coach as Model – approaches to writing instruction Coach as Co-Teacher – approaches to writing instruction
Element 2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.	Support classroom teachers and education support personnel to implement instructional approaches for all students.	Focus on Data Analysis – approaches to fluency instruction Focus on Long-Term Planning – approaches to comprehension instruction in the area of inference Focus on Reflection – approaches to academic vocabulary instruction Coach as Model, Coach as Co-Planner, Coach as Co-Teacher – approaches to writing instruction

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Element	Descriptor	The Literacy Coaching Series Lessons
Element 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.	Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Focus on Data Analysis – discusses progress monitoring Focus on Reflection – discusses measuring outcomes Coach as Co-Planner – discusses measuring outcomes
Element 3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.	Focus on Data Analysis
Element 3.3 Candidates use assessment information to plan and evaluate instruction.	Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.	Focus on Data Analysis Focus on Long-Term Planning

Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Element	Descriptor	The Literacy Coaching Series Lessons
Element 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	Support teachers in using evidence-based grouping practices to meet the needs of all students.	Focus on Long-Term Planning Focus on Reflection

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Element	Descriptor	The Literacy Coaching Series Lessons
Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	Demonstrate effective interpersonal, communication, and leadership skills.	Demonstrated in all lessons

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Element	Descriptor	The Literacy Coaching Series Lessons
Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups.	Focus on Long-Term Planning – co-planning Focus on Reflection – observing Coach as Model – modeling Coach as Co-Planner – co-planning Coach as Co-Teacher – co-teaching
Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.	Focus on Data Analysis Focus on Long-Term Planning Focus on Reflection Coach as Co-Planner